



Analysis Of Physical, Mental And Educational Wellbeing Among Students Of Punjabi University Patiala During Covid-19 Pandemic

Mr. Pulkit Kumar Katara¹, Dr. Apperdeep Kaur² & Mr. Jashanjot Singh³

¹Research Scholar, Department of Geography, Punjabi University Patiala

²Assistant Professor, Department of Geography, Punjabi University Patiala

³M.Sc. Student, Department of Geography, Punjabi University Patiala

Corresponding Author - Pulkit Kumar Katara

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Abstract:

The global pandemic of COVID-19 has caused substantial disruptions to educational systems across the globe, including Punjabi University Patiala in Punjab, India. The varied effects of the epidemic on Punjabi University students are examined in this research paper. The study investigates the effects on students' academic performance, mental, and physical well-being using questionnaire surveys. Academic barriers to learning occurred such as unequal resources access for the students from other socio-economic backgrounds and deprivation of human interaction with colleagues and lecturers as the result of change to online learning. The students were much more emotionally lonely and in isolation because of their inability to participate in class activities or make in-person relationships, as caused by the pandemic. Evidently, the stress and anxiety of the students have increased due to increased risk and uncertainty from the pandemic itself, which has finally harmed their mental health and well-being. In short, the abstract broadens our perspectives regarding how the pandemic brought change among the students of Punjabi University in education, mental health, and health as regards to physical changes focusing further on the need for flexible and inclusive approaches toward high education in the wake of a pandemic.

Keywords: COVID-19, Mental Health, Punjabi University

Introduction:

Corona virus disease is caused by SARS-CoV-2 virus, it is contagious in nature. (WHO, 2020). "Corona virus Disease 2019," which is also known as COVID-19, is a respiratory disease caused by the SARS-CoV-2 virus. It was first detected in Wuhan, China, in December 2019 and quickly spread throughout the world, resulting in a declaration of pandemic by WHO in March 2020. Main routes of the disease include contact with

contaminated surfaces and respiratory droplets by an infected person while coughing, sneezing, or talking. Common symptoms are fever, coughing, exhaustion, troubles with breathing, loss of taste or smell, and body aches. Covid-19 pandemic is responsible for various mental disorders (Chandasiri, 2020). As on 30 June 2021 number of confirmed cases were 30,362,848 and reported deaths were 398,454 (PRS, 2021). The country-wide lockdowns across India in 2020 brought

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the COVID-19 impact on the economy, which was heavily felt in the informal sector, and exposed vulnerabilities in the welfare arrangements for migrant workers and healthcare systems.

Lockdowns in COVID-19 hit Punjab very badly. Migrant labour, small business, and agriculture suffered because of it. The digital divide was proved when schools went online and healthcare services were overwhelmed. In 2021, the second wave made hospitals run out of oxygen and drugs. Hesitation on the part of the rural community and economic revival were the two main barriers that even as vaccination picked up speed. COVID led to stringent lockdowns in Patiala, causing severe hardship to health care services and day-to-day life, business, and school. During this time, vaccination programs began, and the city continued to fight between recovery and safety.

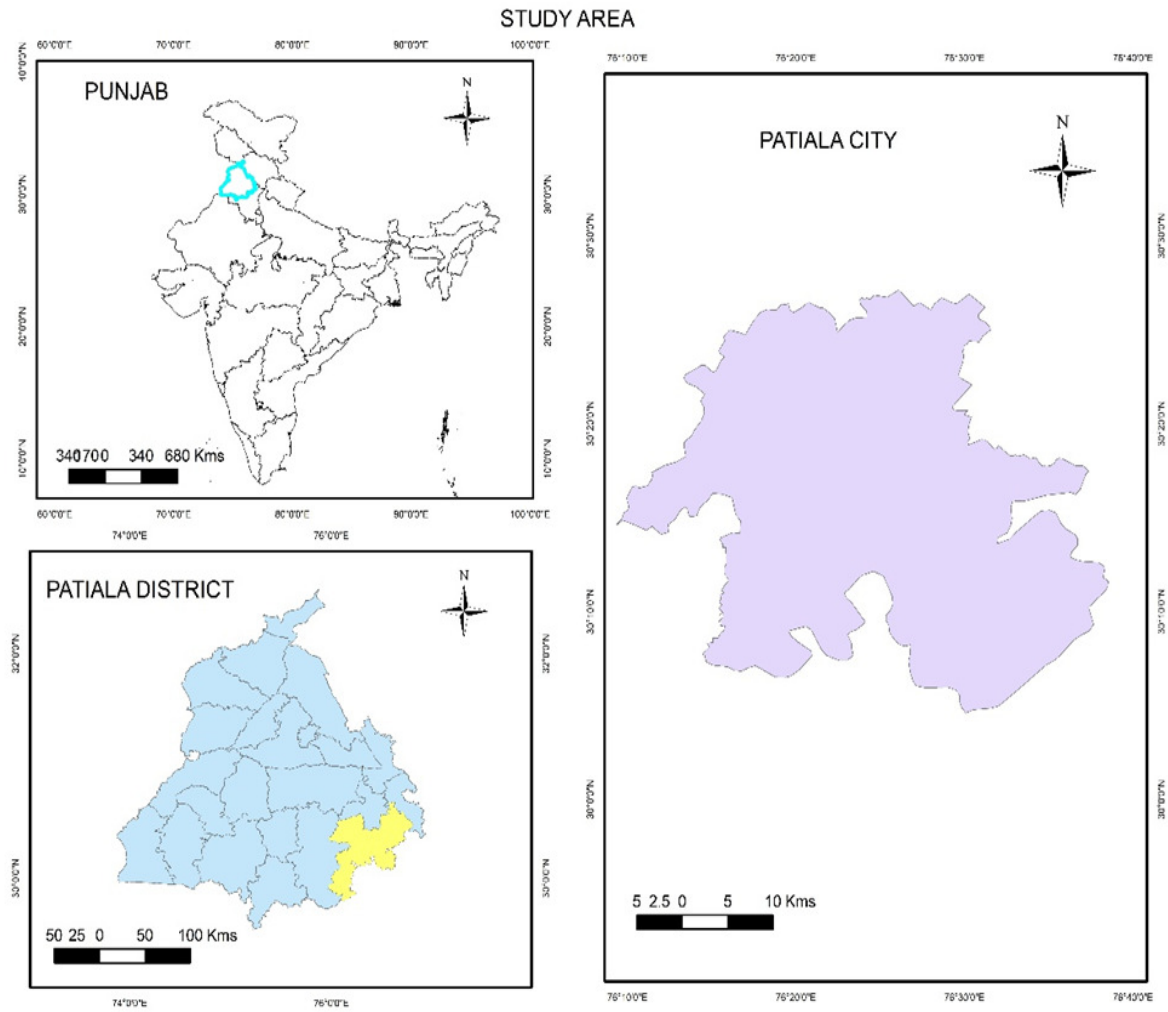
Higher education institutions switched to online learning because of COVID-19 (Aguilera-Hermida, A. P., 2020). COVID-19 pandemic brought a sudden halt to the education system worldwide and affected approximately 1.6 billion learners in 200 countries worldwide (Pokhrel & Chhetri, 2021). The COVID-19 outbreak had a significant impact on students at Punjabi University in Patiala in many ways. After the shift to learning online during the lockdown, most students had a hard time adjusting to the new teaching, access to computers, and

interaction with peers and teachers. Other difficulties this shift brought about were stress and anxiety and inability to keep focus and motivated in a test, especially when trying to take tests online. For example, because the students had enough time and resources to study during examinations, the university's online-offline computer-based test model became such fertile ground for cheating.

Study Area:

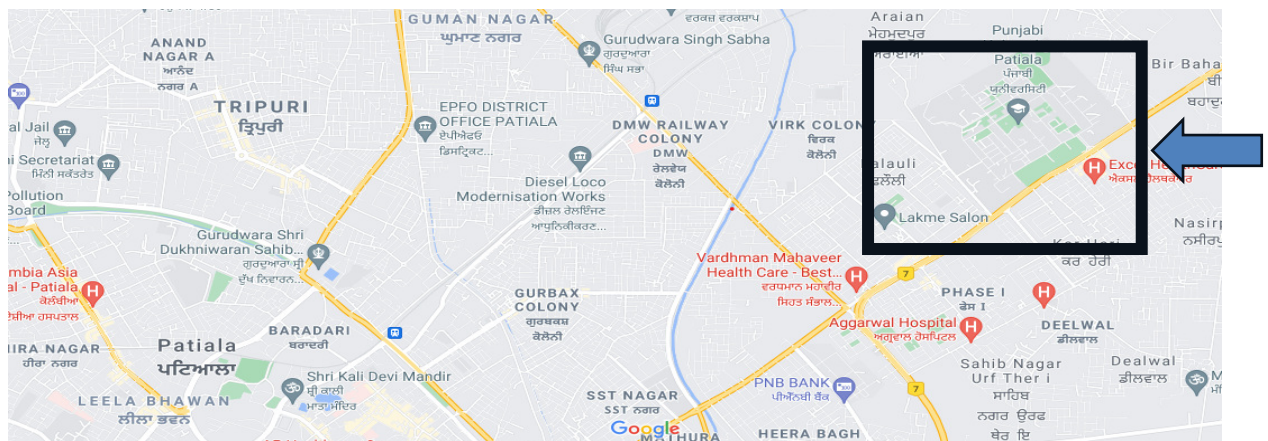
Punjabi University, Patiala, is located in the historic and culturally significant city of Patiala. It is one of the leading institutions committed to the development of the Punjabi language. It is one of the prestigious and most renowned institutions in North India and was established in 1962. The university's campus is ideally located on the Patiala-Chandigarh route, giving it excellent access to the major cities of the region. The campus, surrounded by lush vegetation, offers a quiet and comfortable environment for learning. Its location in Punjab's fertile plains symbolizes the area's rich cultural diversity and agrarian past. Academic brilliance combined with local charm in the university is enhanced further by its proximity to major historical sites such as Sheesh Mahal and Qila Mubarak. This geographic location provides the availability of cultural and environmental study options along with enhancing education.

Study Area Map



Source- QGIS

Location Punjabi University on the Map of Patiala City



Source- Google Earth

Research Methodology:

Time Period for this research is 2020-2021. The study focuses on mental and physical well- being of the university

students, as well as the disruptions brought in the education of students by Covid-19 pandemic. Primary data collection in the form of questionnaire survey was prepared

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keeping in mind the mental, physical, and educational well-being of the students. Secondary data collection involves studying various reports, magazines, and newspapers about the impact of covid-19 pandemic and its subsequent impacts.

Objectives:

1. To assess mental health and physical well-being of university students.
2. To assess impact of covid on academics of students.

Results and Discussion:

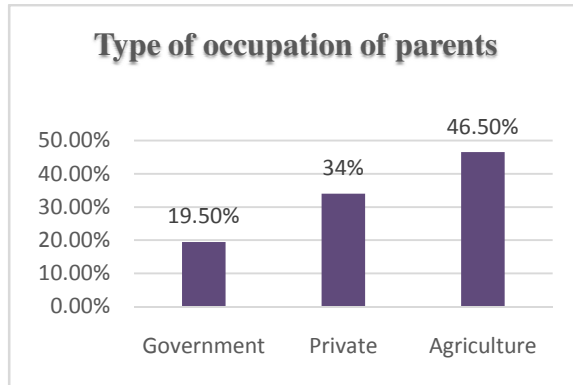


Fig. 1

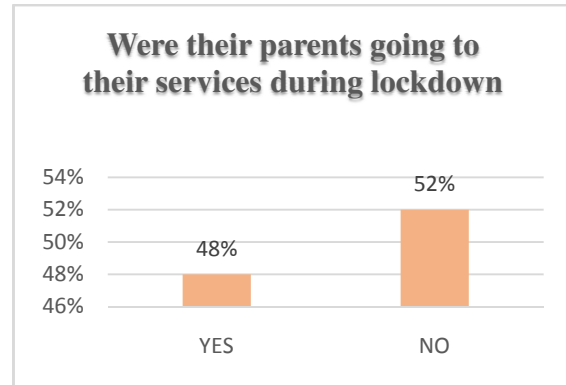


Fig. 2

To begin with our questionnaire, we asked our respondents about their parents' occupation, nature of their parents' occupation and continuity of their parents' occupation during Covid-19 pandemic. In Fig. 1 as chart depicts that majority of our respondents' parents were involved in agricultural occupation (46.50%), Private sector (34%), and in

Government Sector (19.50%). In Fig. 2, it is followed by whether their parents stopped going to their work, and it does not necessarily mean they lost their jobs in this question. 52% of the respondents said their parents did not go to work during lockdown and 48% said their part still went to their jobs during lockdown period.

Mental Well-Being of Students:

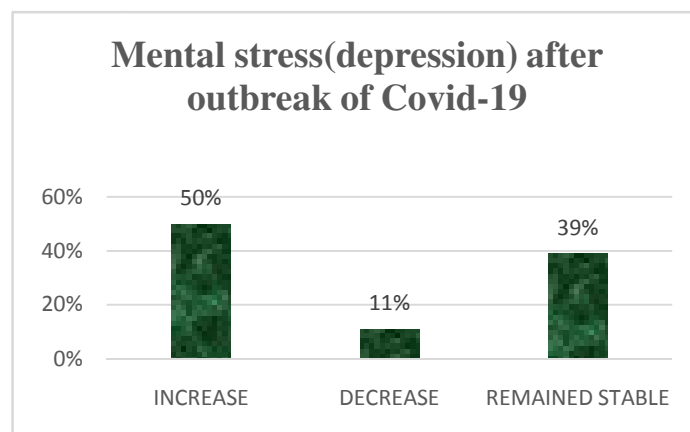


Fig. 3

To know about the mental well-being of students we asked them if they faced any depression during the Covid-19 pandemic. 50% of the respondents said

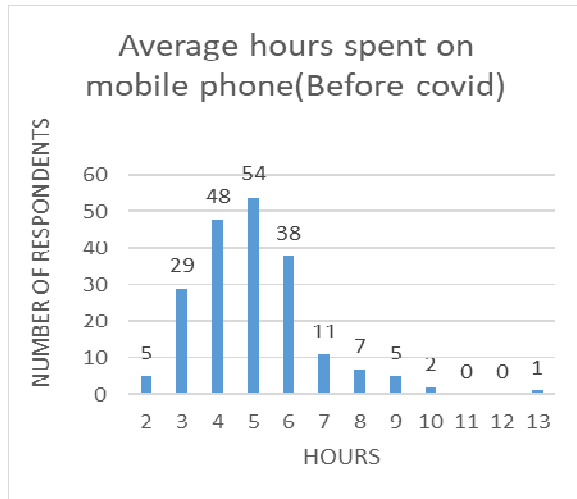


Fig. 4

they felt increased mental anxiety during lockdown period. While 11% said their depression decreased and 35% said their mental health remained stable.

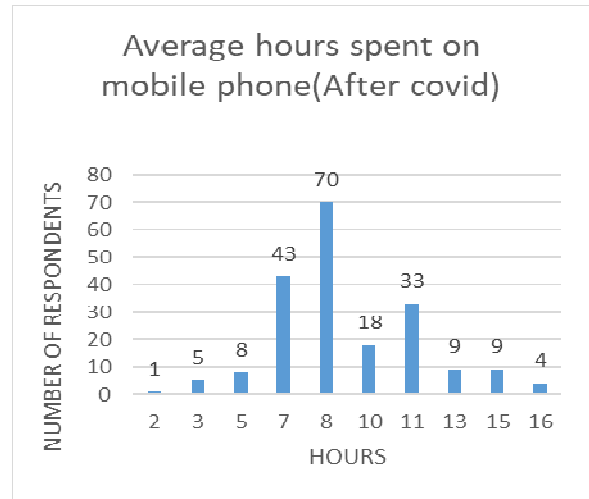


Fig. 5

In Fig. 4 & 5 we asked our respondents how much is their screen time on mobile phones during the lockdown and pre-lockdown period. The fact that pre-lockdown period people who used their mobile phone for more than ten hours was One but during the lockdown this number rose to fifty-five. Before lockdown period people who used their mobile phones for ten hours or less was 199 but during lockdown period this number reduced to

145, because respondents were using their mobile phones for longer durations.

Physical Well-Being of Students:

We asked our respondents how they fared in terms of their physical well being by asking them about their physical activity during the lockdown period. Some of the important questions about this topic that were asked are,

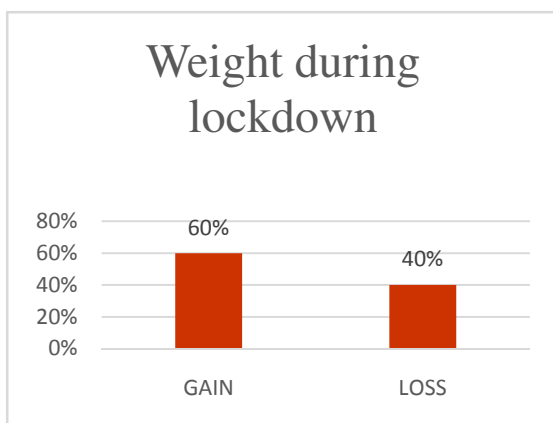


Fig. 6

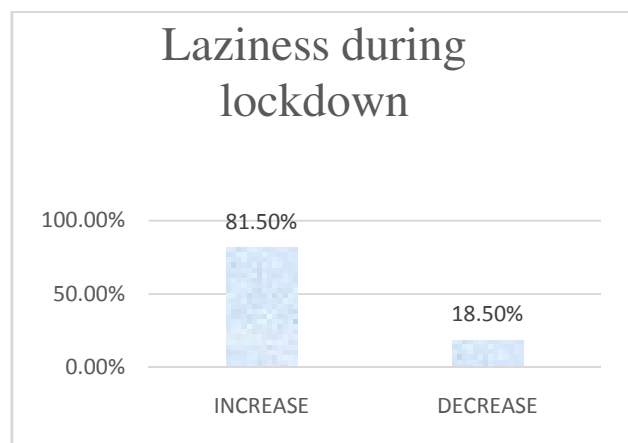


Fig.7

We asked our respondents whether they gained any weight during the lockdown period when outdoor physical activities were prohibited. Majority of the respondents (60%) said that they gained weight during lockdown period. While the others (40%) said they had a weight loss. In Fig. 7 we asked our respondents whether they faced any sort of laziness or

unwillingness of doing any work and overwhelming responses (81.50%) said that they did had issues related to laziness and other responses (18.50%) said they had no laziness issues. We can imply the fact from these two figures i.e. 6 and 7 that respondents were not doing much of physical activity.

Educational Disruptions:

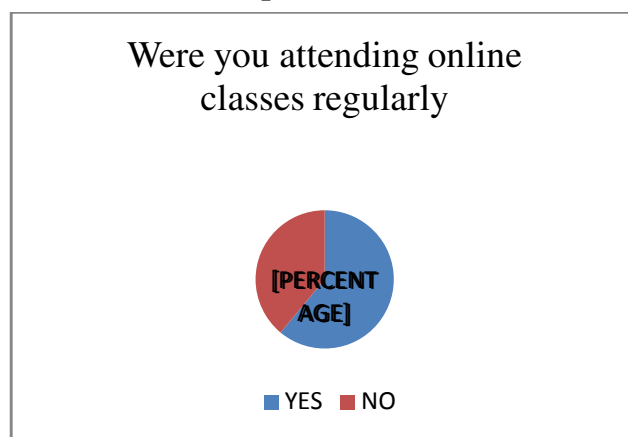


Fig. 8

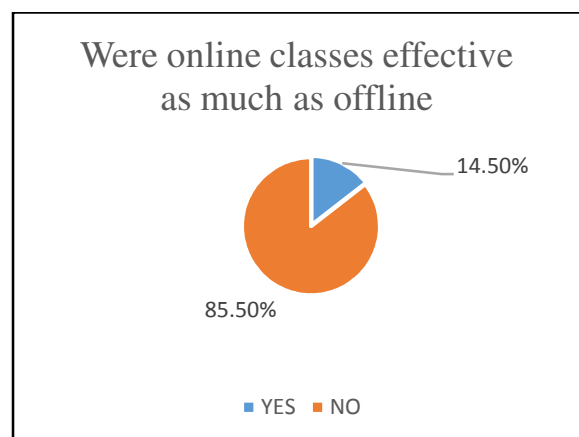


Fig.9

Since, conventional teaching and learning methods took a backstep during covid-19 pandemic. Remote learning took a major leap forward during this time. We asked respondents were they attending their online classes regularly. 61% of respondents said that they were attending class regularly online and 39% said they were not attending classes regularly. In Fig. 9 we asked our respondents how much effective online classes were as compared to offline classes and 85.50% of respondents said that offline or conventional methods of learning were preferable as compared to online classes,

while 14.50% said they preferred online classes.

Conclusion:

We can say that Covid-19 pandemic has brought widespread changes in the physical, mental, and educational well-being of students overall. As our survey highlights with increased use of mobile phones, increased depression, anxiety, gained weight and laziness. But on the educational front, students still preferred conventional methods of learning as compared to remote learning

which they might have found restrictive in nature.

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